



First Families of Virginia

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Curriculum Area	History and Social Science
Subject Area	Virginia History
Grade Level	4 th grade.
Learning Objectives	<ul style="list-style-type: none"> • The student will be able to explain the backgrounds, motivations and contributions of general colonists and of certain individuals in the early development of the Virginia colony. • The student will conduct research on a specific topic. • The student will participate in the creation of a class database. • The student will be able to create a document combining graphics and text.
Correlation to the SOL	History VS.3, VS.4 English 4.9 C/T 5.3, 5.4
Video/Technology Hardware/Software Needed	<p>For class: Multimedia Computer with Internet Connectivity, connected to a printer and possibly a scanner Computer Projection System Database software (such as <i>Microsoft Works</i> or <i>ClarisWorks</i>) Drawing software (such as <i>KidPix</i>)</p> <p>CD-ROM: Such as an electronic encyclopedia</p> <p>Web Site: <i>Colonial Williamsburg People of Williamsburg:</i> http://www.history.org/people/bios/biohdr2.htm</p>
Materials Required	<p>For class: Teacher-created database for students to use for entering data and a template for a page in a fact book with merge fields in it.</p>

	<p>For each student: Data sheet to guide them through the research process for gathering information on their colonist. Evaluation Rubric for project</p>
Procedures/Activities	<ol style="list-style-type: none"> 1. Students choose a colonist to research off list provided by the teacher (to insure that no duplicates are created). Teacher can use the Colonial Williamsburg People of Williamsburg website for names, in addition to the particular individuals listed in the SOL: George Washington, George Wythe, Thomas Jefferson, James Madison, James Monroe, Patrick Henry 2. Using the data sheet, students conduct research using CD-ROMs, books, encyclopedias, Web sites, and any other available resources. The teacher may need to demonstrate the use of the electronic encyclopedia. 3. Students enter their data into the class database that has been created by the teacher for this purpose. The teacher may need to demonstrate this process for the students. 4. Students use drawing software to create a picture to illustrate their colonist. Alternatively, they may draw a picture and scan it, saving it in the appropriate graphic format to be used by the database software. 5. Students import their graphic into the fact book template after merging their information and print out enough copies for each student in the class. The teacher may need to demonstrate this process for the students. 6. Students create a booklet of all the colonists in order to use as a resource in their further Virginia studies.
Content Assessment	Teachers quiz the students, who can use their fact books for reference.
Technology Integration Assessment	See attached rubric
Extensions	<p>Drama: Students can portray their colonist in interactions with other students.</p> <p>Art: Students create a model of a home for their colonist, based upon their research.</p> <p>Math: Students graph the occupations of their famous colonists and evaluate the results.</p>

Data Sheet

Colonist's Name:

Year of Birth:

Year of Death:

Country of Birth:

Occupation:

Purpose for Coming to America:

Contributions to Colony:

Other Interesting Facts:

Evaluation Rubric for Colonists Research Project
(Teacher observes students as they perform tasks)

	Well-done (3 pts.)	Average (2 pts.)	Poor (1 pt.)
Research on Internet	Stays focused on task, takes notes, uses search engines effectively	Stays focused on task, takes notes	Wanders on the Internet and does not gather information effectively
Research on CD-ROM	Able to navigate through indices and find information needed quickly	Wanders through index a little but finds information needed	Has trouble staying on task.
Database Entry	Enters data quickly, accurately and neatly	Enters data accurately and neatly	Leaves out data OR is inaccurate OR is sloppy
Graphic (Drawing)	Creates an appropriate and interesting drawing or illustration	Creates an appropriate drawing or illustration	Creates an inappropriate OR sloppy drawing or illustration
Graphic (Scanning)	Scans drawing and saves in appropriate format without help	Scans drawing and saves in appropriate format with some help	Does not attempt to scan drawing and save it
Graphic Integration	Is able to import graphic and place in the appropriate spot of the page; resizes as necessary	Is able to import graphic and place in the appropriate spot of the page	Cannot import graphic into software